

UNITED STATES MILITARY ACADEMY

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ICE SKATING MANUAL

Revised and Edited, 2001

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DEPARTMENT OF PHYSICAL EDUCATION

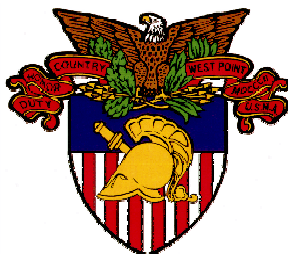
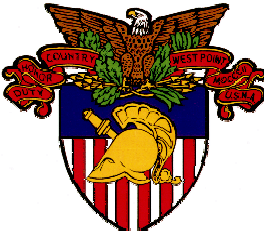


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USMA MISSION STATEMENT

"To educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country; professional growth throughout a career as an officer in the United States Army; and a lifetime of selfless service to the nation."

USMA PURPOSE

To provide the nation with leaders of character who serve the common defense.

ICE SKATING COURSE OBJECTIVES

A. GENERAL

- 1 To enhance and broaden the sports interests of future military officers.
- 2 To create an interest and develop the ability to take advantage of ice skating as a carryover recreational sport to help insure a physically active career.

B. SPECIFIC

1. To develop the basic skills of ice skating: balance, sculling, forward stroke, backward stroke, cross over, starts and stops.
2. To develop an understanding for the need of leg strength and total body endurance for ice skating.
3. To experience the relationship of neuromuscular control and kinesthetic awareness of moving on an ice surface.
4. To develop knowledge in the care and maintenance of a variety of ice skating equipment.
5. To develop increased understanding in the variety of ice skating specialties: figure, hockey, and speed.

INTRODUCTION TO THE LIFETIME SPORT OF ICE SKATING

Ice Skating may be a recreational activity, or a competitive sport of entertainment for the viewer. There are numerous directions to channel aspirations in ice skating. Assuming an adequate level of skill in the basics is obtained, the possible avenues in skating are limited only by the individual's personal desire and ambition.

Skating as a Competitive Sport: As a competitive sport, skating can be divided into four major categories: dance skating, figure skating (individuals or pairs), hockey, and speed skating. All four have competition available from the local, state, regional, national, international and Olympic level. Thus, a variety of challenges for the novice as well as the toop professional can be found in competitive skating. Each of the four competitive areas of skating requires specialized training techniques and equipment.

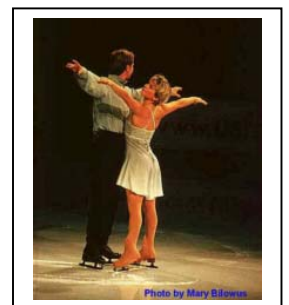
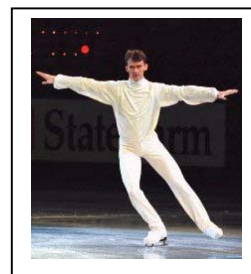
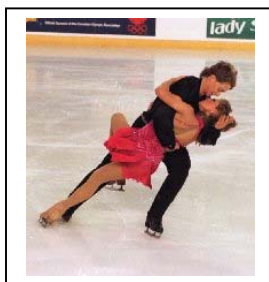
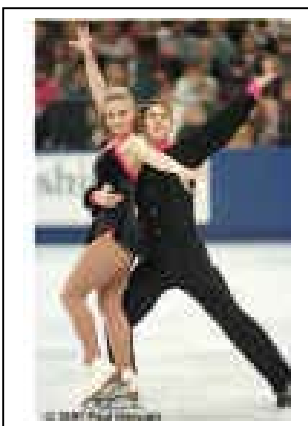
Dance Skating – Artistically based on the concept of ballroom dance, from waltz to tango, dance skating demands balance, control and a myriad of dance steps. Unlike figure skating, the purpose is not speed, spins, and height of jumps, instead the dance skater shows artistic dynamics.

Figure Skating – Physically demanding and artistic in nature, figure skating has polished the basics of skating and added combinations of figures, jumps, spins, and turns to musical arrangements.

Hockey – Speed, agility, and control are essential to a good hockey payer. Players must posses s expertise in the basics of ice skating and also be able to handle a stick and work as a team member.

Speed Skating – Although the emphasis is on speed, techniques in the fundamentals is essential to good performance. Superior conditioning and training on specific techniques are essential in developing excellence in speed skating.

Skating as Entertainment – Professional as well as amateur skating has provided entertainment for millions world-wide. Spectators flock to arenas to observe figure skating exhibitions, hockey games and speed skating meets. Regional and national television coverage of many events have made possible to keep up with the latest developments in the sport.



EQUIPMENT

Skates: All skates are built with the same basic structure, with each specific style having advantages for their particular needs. Considering all factors, the figure skate is recommended for the beginner. With a higher boot, it immediately offers more support than either the dance, the hockey, or speed skate. Additionally, figure skates have a wider blade and different sharpening than do the other skates, allowing for additional stability on the ice. Once an individual decides interest, one can decide on what skating style is best.

Style of Skates

Figure: Has a high cut boot with which the sole and heel form additional support in jumps and spins. The blade is sharpened by machine (hollow ground), creating two distinct edges (inside and outside). The blade is wider than either the hockey or speed skate, thus allowing for more stability. There is a slight “rock” from toe to heel on the blade with toe picks on the front of the blade.

Hockey: The boot should have a tendon guard and hard toe for protection. Blades are also sharpened by machine (hollow ground), but is a much narrower blade than that of the figure skate. The blade is higher than the figure skate blade and has a quarter curve from toe to heel.

Speed: The boot is low cut and very light. The long, thin blade is sharpened by hand creating square edges and less “rock”. The skate is designed for more speed and limited turning agility.

Fit

The most important single factor in choosing skates is the fit of the boot. Wear a single pair of thin cotton socks when fitting skates. Be sure to allow enough room so the toes are not squeezed (allowing for proper circulation), but not too loose. The heel should be seated snugly in the boot not allowing for any slippage. When choosing a boot that fits also consider the quality of construction. It is imperative that the skate be constructed of a quality leather and have a strong counter (arch support). Most skates run larger than shoe size, thus, you may wear skates that are ½ to 1 ½ size smaller than your street shoes. Remember, skates stretch with wear.

Lacing Boots

Skates must be laced firmly to allow proper support, but not too tight or circulation may be cut off. If laces have a tendency to loosen up after skating awhile, you may want to try lacing them over the top of the eyelet first rather than the conventional under the eyelet lacing. This prevents the laces from slipping loose. Follow the below listed guide for the proper lacing of boots allowing skaters the necessary support while obtaining maximum comfort.

1. Firm at toes.
2. Very firm over the arch to just below the ankle bone.
3. Firm, but not too tight for the remainder of eyelet or hoots. The skater should be able to put one finger inside the top of the boot.

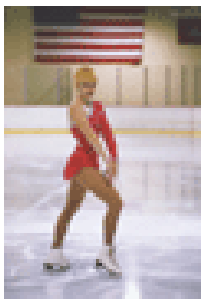
Care and Maintenance

The use of a leather conditioner to keep the boots soft will give additional years of use to your skates. The blades need special attention. Each skater should consider the value of skate guards. Usually made of rubber, skate guards protect the blades when walking on surfaces around the ice. If you do not have guards, walk only on wood floors or where there is rubber tile. After each session on the ice, the blades should be wiped dry. After drying the blades, do not replace guards while storing skates as the moisture from the guards may rust the blades.

Sharpening

The frequency of sharpening skates is a very individual matter. There are a variety of factors influencing the need for sharpening: How often you skate, where you skate (natural or lake ice is harder than artificial ice, therefore, requiring skates to be sharpened more often, the quality of the blade (the harder the steel, the longer it will keep a sharp edge), the general care you take regarding where you walk, and so forth. Too often the novice skater doesn't realize the difference between sharp and dull skates, thus not even being aware of what may be the greatest handicap. The skates that are properly sharpened can make the difference in a beginning skater experiencing success in the initial attempts on ice rather than reinforcing failure.

1. Figure dance, and hockey blades are hollow ground by machine creating two distinct edges with a concave groove between them. It is best to find someone with special training in the technique of sharpening hollow ground skates, as it is very easy to ruin a good pair of blades with improper sharpening procedures.
2. Because of the much thinner blade, speed skaters are sharpened flat across the bottom of the blade with a oil stone. This is done by placing both skates in a "jig" and using an oil stone which creates a slight burr that is later taken off, leaving a square corner. As with figure and hockey skates, it is imperative that the individual sharpening speed skates be knowledgeable in proper sharpening techniques.



CLASS PROCEDURES

A. ORGANIZATION

1. Class size: 20-30 cadets per section.
2. Number of class periods: 18.
3. Location: Tate Skating Ring.
4. Transportation: Busses will transport cadets from MacArthur Statue to Tate Skating Rink and return to MacArthur after class. Cadets who know in advance they will not be attending class need to notify the section marcher or instructor **ASAP.**

B. INSTRUCTORS

1. A minimum of two instructors per section of cadets.
2. The uniform will be black trousers, jacket, gloves, and ski cap (Optional)

C. CADET UNIFORM

Cadets will wear as for class to the bus, carrying USMA sweatshirt, gloves, stocking cap, and ice skates. On the ice the uniform is USMA sweatshirt over gray trousers wearing stocking cap, black gloves, and figure skates.

D. FORMATION

A formation will be held prior to and after each class. The formation will be at Tate Skating Ring.

E. CLASS BREAKDOWN

In order to be able to adjust to individual lesson needs, the class may be divided into two or three groups or remain together as one large group.

F. GRADING

1. The following Obstacle skill test will be administered during the course:
 - a. Forward stroke – 5 points
 - b. Snow plow stop – 5 points
 - c. T stop – 5 points
 - d. Hockey stop – 5 points
 - e. Forward right crossover – 5 points
 - f. Forward left crossover – 5 points
 - g. Backward stroke – 5 points
 - h. Two foot turn – 3 points
 - i. Backward right crossover – 10 points
 - j. Backward left crossover – 10 points
 - k. Serpentine – 12 points
2. A daily class participation and learning evaluation will be given, earning 10 points per day, totaling 130 for total class.
3. Total points earned during class – 200 points.
4. Cadets may also achieve bonus skating points by performing a free program of 5 figures (choosing from a front spiral, back spiral, one foot duck slide, two foot duck slide {front or back}, bunny hop, waltz jump, toe loop, scratch spin, two foot forward jump). Bonus – 10 points.

G. RETEST TESTING POLICY

Cadets receiving 49.0 (70%) or less on the obstacle course test are the only ones eligible to take a retest. The highest grade on a retest that can be earned is a 52.5 (75%). Therefore it is best to achieve the highest possible grade the first time.

H. ADDITIONAL INSTRUCTION

Any additional instruction will be coordinated with the primary instructor for a mutually agreeable time.

EMERGENCY PROCEDURES

PHONE NUMBERS

Hospital Emergency- 4004

1. Give the exact location
2. Indicate type of emergency – e.g. head injury, fracture, etc.

DPE Trainers – X2651 or X2667

Reconditioning – X2180

COMMON EMERGENCIES

A. Immediate Care for Head, Neck, and Spinal Injuries

1. Check for Consciousness – Gently tap shoulders and ask, “Are you okay?”
 - a. Look , listen, feel for breathing , 3 – 5 seconds
 - b. If victim is prone, gently place eye glass, watch crystal or so forth near mouth/nose to check for condensation.
 - c. If victim is breathing and prone, leave face down.
2. If victim is not breathing – CALL EMS
 - a. Open airway with modified jaw thrust.
 - b. Give 2 full breaths.
 - c. If pulse, give one breath every five seconds
 - d. If no pulse, give 15 chest compression to 2 breaths, repeat for 4 cycles, recheck pulse and breath repeat sequence as necessary.
3. Keep victim warm, blanket under and over.
4. With a head/neck/spinal injury, **DO NOT ELEVATE.**
 - a. Keep victim still; calm and talk to the victim.
 - b. **DO NOT MOVE VICTIM.**

5. If victim is unconscious (has breath and pulse)
 - a. Do not shake victim.
 - b. Do not pinch skin or make loud noises to arouse.
 - c. Talk in a normal voice.
 - d. If the victim becomes conscious quickly may jerk and cause further injury to head/neck/spine.
5. If the victim is conscious or becomes conscious
 - a. Ask the victim questions that you know the answer to such: his/her name, age, date, class, location and so forth.
 - b. Do both pupils dilate and constrict normally?
 - c. Ask if there is any areas that is tender or painful.

NOTE: Do not proceed through above steps if serious problems arise in the first few steps. Notify medical personnel.

- B. Bone Fracture – must be handled swiftly but not at the sacrifice of proper emergency first aid.
 1. Considerations

- a. Was the force sufficient enough to break a bone?
- b. Consider the victim's evaluation, but do not rely on his evaluation alone.
- c. Be alert for shock (pale, cold sweat, weak – rapid pulse, dilated pupils, nausea and shallow breathing).

1. Keep victim lying down.
2. Elevate lower body. *
3. Cover with blanket.

Note: Do Not Elevate feet if:

1. There is a head injury
2. Breathing difficulty is increased.

3. If victim complains of pain in elevated body part
- d. Splint fracture
- e. Place ice on injured body part, if available.
- f. Transport to hospital.

C. Lacerations

With sharp blades, lacerations become a common injury in ice skating. Considering the possibility of Hepatitis B Virus and HIV, the first concern is protection.

1. FIRST AID

- a. Wear rubber gloves, (if unavailable use any other non – permeable barrier)
- b. Using your protective gloved hand, apply a sterile dressing using direct pressure and elevation.
- c. Secure bandage snugly in place.
- d. If bleeding persists, do not remove blood – soaked dressings: place more sterile gauze, continue direct pressure and elevation.
- e. If severe bleeding persists in extremities, use appropriate pressure points.
- f. Inform patient to be aware of sign of infection:
 1. Wound becomes tender, red, warm and swollen
 2. Pus appears in lacerated area
 3. Lymph nodes become swollen
 4. Red streaks appear extending from the wound

NOTE: In general, it is not the responsibility of the instructor or classmates to transport the injured victim but to call the Hospital (#4004) and request that an ambulance transfer the victim to the hospital.



LESSON PLAN OVERVIEW

The outlined lessons are a guide for the instructors in DPE. Remember, they are only a guide and each instructor can adjust according to his classes needed. It is imperative that all classes receive sufficient practice time for the skills presented in the course.

CLASS INSTRUCTIONAL TIME

1. Warm-up approximately 5 minutes. May often be a free skate.
2. Review approximately 5-7 minutes. Usually includes all skills from the previous class.
3. Demonstration/instruction/practice/testing approximately 25 minutes.
4. Cooldown approximately 3 minutes.

ADMINISTRATION

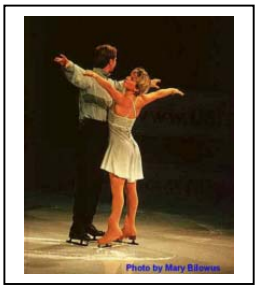
1. Transportation – meet bus at MacArthur statue at 1330 hrs.
2. Roll call will be taken on the bus with the proper forms being completed at that time. The report will be given to the instructor at the formation at the beginning of class.
3. Cadet uniform on the ice is gray trousers, USMA sweatshirt, black skull cap, black gloves, wearing figure skates.
4. Reconditioning Cadets medically excused from physical education class should report directly to reconditioning in DPE. It is the cadets responsibility to notify the section marcher and instructor prior to class of his medical condition.
5. Class objectives

EQUIPMENT

1. Skates – figure, hockey, speed – explain the difference.
2. Fitting
3. Care of boots and blades – Walk on mats or wood floors, Do not walk on concrete floors. Use skate guards.

SAFETY

1. Falling – Learn to relax as much as possible when falling. Demonstrate getting up from a fall
2. Horse play – can not be tolerate in class.
3. Ice conditions – Never skate alone. Guide to thin ice (natural Ice surfaces):
 - a. 1 inch – keep off
 - b. 2 inches – one person may walk on ice
 - c. 3 inches – small groups may skate
 - d. 4 inches – safe for large groups



ICE SKATING LESSON PLANS

PRIOR TO LESSON 1

1. Meet in Ski Room for skate issue and discuss class procedures.
 - a. Insure skates fit properly all skates have skate guards.
 - b. Discuss parts of skates, edges, toe picks, purpose of different kinds of skates.
 - c. Administration, equipment, and safety are discussed
 - d. Discuss Principles of Balance, Skating Posture, and Safety.
 - e. Time and place for next class.

LESSON 1

WARM – UP

1. Free skate

INSTRUCTION

On Bus

1. Review Principles of Balance, Skating Posture and Safety.

On Ice

2. Skating position
3. Check, opposite check
4. Forward scull, 2 foot glide, dips, 2 foot edges, and check/opposite check position, dips.
5. T – push, 1 foot glide
6. Forward stroke lead-ups – barrier drills, scooter drills

COOLDOWN

LESSON 2

WARM - UP

1. T – push, 1 foot glide
2. Dips

INSTRUCTION

1. Forward stroke, demonstration and explanation from side and front. (Use six count strokes, one count push, hold four counts, skates together count six, repeat).
2. Snow plow stop, 1 foot then both feet
3. Basic Backward stroke
 - a. Sculling, marching, turn hips, and push
4. Backward snow plow stop

COOLDOWN

LESSON 3

WARM - UP

1. Snow plow stop, forward and backward
2. Forward stroke, six count, use music.
3. Basic Backward stroke

INSTRUCTION

1. Forward stroke – dance step, one count stroke, hold two and three, forward position count and 4 and 5, skates together count six.
2. Edge drills-
 - a. 2 foot, inside and outside
 - b. 1 foot, inside and outside

3. Two foot turn (Front to Back)
5. Two foot turn (Back to Front)
5. Practice FS, SP, and BS, 2 foot turns.

COOLDOWN

LESSON 4

WARM - UP

1. Edge drill
2. Two foot turns
3. Forward stroking, dance stroking

INSTRUCTION

1. Power stroking, control and power
2. Duck Slides, two foot and one foot forward
3. T-stop, right and left
4. Front Stroke to one foot duck slide
5. Backward stroking, front hold position, six count.

COOLDOWN

LESSON 5

WARM – UP

1. Forward stroke, dance steps, and power stroking
2. Backward stroking
3. Snow plow stop, front and back
4. T – stop

INSTRUCTION

1. Hockey stop
2. Back to Front Step out turn
3. S curves (half circles) forward and backward (Right inside edge; Front outside edge; Back inside edge; Back outside edge).
4. Full circles
5. Front Spiral, strong side, and weak side.

COOLDOWN

LESSON 6

WARM – UP

1. All three stops (combine with power stroke)
2. Forward stroke, duck slide, front spirals, two foot turns
3. Backward stroking

INSTRUCTION

1. Front Right Crossovers, lead up with scooters
2. Front Left Crossovers
3. Practice S curves and full circles.

COOLDOWN

LESSON 7

WARM – UP

1. Front and Back Skating

INSTRUCTION

1. Back Six Count Dance Stroking
2. Front Crossover

3. Practice basic backward stroking

COOLDOWN

LESSON 8

WARM – UP

1. Crossover (forward)
2. Front and back stroking, six count

INSTRUCTION

1. Back Scooters
2. Back right crossover, backward left crossover (Lead – up with scooters).
3. Backward spiral strong and weak side.

COOLDOWN

LESSON 9

WARM – UP

1. Front and back Crossovers
2. Back and front 6 count stroking

INSTRUCTION

1. Continue Instruction of Back Crossovers
2. Drill – crossover (Forward), 2 foot turn, backward scooter, back to front turn two foot turn.
3. First jump – two foot forward jump
4. Backward duck slides, two foot, one foot

COOLDOWN

LESSON 10

WARM – UP

1. Front and back stroking, spirals, front crossovers
2. Two foot front to back turns, Two foot back to front turns, back crossovers

INSTRUCTION

1. Front 3 turns, outside to inside to inside to outside
3. Forward lunge stop

COOLDOWN

LESSON 11

WARM – UP

1. Drills from lesson 10

INSTRUCTION

1. Second jump – Bunny Hops
2. Backward step out turn to forward two foot jump
4. Practice 3 turns.

COOLDOWN

LESSON 12

WARM – UP

1. Stroking, front and back, incorporate two figures of choice (Bunny hop; front and back spiral; backward step out turn, two foot jump)

INSTRUCTION

1. Serpentine
2. Demonstrate final test components, obstacle course.
3. Preparation waltz jump, back crossover to step out turn, waltz jump

COOLDOWN

LESSON 13

WARM – UP AND REVIEW

1. Review Serpentine, all components of final test

INSTRUCTION

1. Toe loop jump, (inside three turn, toe pick, jump)
2. Continue waltz jump

COOLDOWN

LESSON 14

WARM – UP

1. Backward stroke, forward stroke, work all crossovers
2. Serpentine relays

INSTRUCTION

1. Review Obstacle Course
2. Two foot scratch spin

COOLDOWN

LESSON 15

WARM – UP AND REVIEW

1. Individual practice

INSTRUCTION

1. Test obstacle Course
2. Practice optional free program. (Cadets may choose five different figures to perform in some sequential order. The purpose is to show a free program of some sort of skating style. The figures to choose from are: front and back spiral, bunny hop, two foot jump, back to front step out turn, waltz jump, toe loop, two foot scratch spin, front and back duck slide – two foot and one foot.

COOLDOWN

LESSON 16

WARM – UP

1. Practice weak skills on Obstacle Course

INSTRUCTION

1. Administer Obstacle Course
2. Practice optional free program, Administer free program.

COOLDOWN

LESSONS 17 & 18

WARM – UP

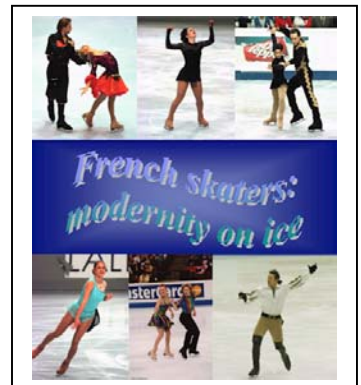
1. Individual help

INSTRUCTION

1. Finish administering obstacle course test and optional free program.
2. Turn – in skates to ski room



Manual



OBSTACLE COURSE

SKILLS TEST CRITERIA

FORWARD STROKE (5 POINTS)

1. Start position: Feet in T-Position, arms wide, knees flexed, weight over the glide foot – 1 point.
2. Weight Shift and slight Push to side with inside edges (no toe picks) – 1 point
3. Recovery: bring feet close together, 2 foot glide – 1 point
4. Stroke length: equal to or greater than the height of the skater – 1 point
5. Head and eyes: up and forward – 1 point

SNOW PLOW STOP (5 POINTS)

1. Pressure even on inside edges – 2 points
2. Control: Full 3 second stop/hold at designated spot – 2 points
3. Body position: knees flexed and slight forward lean of the body – 1 point

FORWARD RIGHT CROSSOVER (5 POINTS)

1. Step into circle with Left Skate, push on inside edge of right skate – 1 point
2. Step in front and over Left foot with Right Skate – 2 points
3. Push with outside edge of left skate – 1 point
4. Body position: hold the circle, shoulders turned in – 1 point

FORWARD LEFT CROSSOVER (5 POINTS)

1. Step into circle with Right Skate, push on inside edge of Left skate – 1 point
2. Step in front and over Right foot with Left skate – 2 points
3. Push with outside edge of right skate – 1 point
4. Body position: hold the circle, shoulders turned in – 1 point

T STOP (5 POINTS)

1. Edges: glide foot flat, back on outside edge – 2 points
2. Control: stop/hold at designated spot – 2 points
3. Body position: flexed knees, shift of body weight – 1 point

HOCKEY STOP (5 POINTS)

1. Weight on balls of feet, dip and pivot sliding to a stop – 2 points
2. Control: stop/hold at designated spot – 2 points
3. Body position: knees flexed with arms to side for balance – 1 point

SERPENTINE (12 POINTS)

1. T-Start Position with Left Arm and Right foot leading. - 3pts
2. Push off to Front **Cross-over Step** pattern at the apex (height) of the circle – 3 pts
3. **Forward Stroke** patterns between the cones – 3 points
4. **Foot Change Step-in Stroke** preparation for Front Crossover pattern – 3 points

TWO FOOT TURN (3 POINTS)

1. Body position: knees flexed, head and eyes up 1 point
2. Edges: on correct edges for direction of turn – 1 point
3. Smooth Transition into backward stroke, crossover – 1 point

BACKWARD LEFT CROSSOVER (10 POINTS, 7.5 pts. max for Scooters)

1. Step into the circle with right foot – 2 points
2. Step or scull over with left foot – 4 points
3. Push away with right outside edge – 2 points
5. Body position: knees flexed, arms holding the circle – 2 points

BACKWARD RIGHT CROSSOVER (10 POINTS 7.5 pts. max for Scooters)

1. Step into the circle with left foot – 2 points
2. Step or scull over with right foot – 4 points
3. Push away with left outside edge – 2 points
4. Body position: knees flexed, arms holding the circle – 2 points

BACKWARD STROKE (5 POINTS)

1. Weight shift and opposite skate lift, extending the leg forward – 2 points
2. Body position: knees flexed with head and eyes up, arms out – 1 point
3. Recovery: bring feet together – 1 point
4. Stroke length: approximately the height of the skater – 1 point

GRADING PROCEDURES

- 1) Skill Test points (Obstacle Course) – 70**
- 2) Daily Instructor Evaluation – 130 point (possible 10 points per day): Lesson 2-14**
- 3) Total Raw Points – 200 points**
- 4) Percentage of Total Raw Point determines Grade**

- a) $95 - 100\% = A+$
- b) $92.0 - 94.9\% = A$
- c) $89.0 - 91.9\% = A-$
- d) $86.0 - 88.9\% = B+$
- e) $83.0 - 85.9\% = B$
- f) $80.0 - 82.9\% = B-$
- g) $77.0 - 79.9\% = C+$
- h) $74.0 - 76.9\% = C$
- i) $71.0 - 73.8\% = C-$
- j) $65.0 - 70.9\% = D$
- k) $64.9\% = F$

- 5) Daily instructional grade is calculated using the following point stucture.**

- a) $10.0 - 9.5 = A+$
- b) $9.4 - 9.2 = A$
- c) $9.1 - 8.9 = A-$

- d) $8.6 - 8.8 = B+$
- e) $8.3 - 8.5 = B$
- f) $8.0 - 8.2 = B-$
- g) $7.7 - 7.9 = C+$
- h) $7.4 - 7.6 = C$
- i) $7.1 - 7.3 = C-$
- j) $6.5 - 7.0 = D$
- k) $6.4 = F$

Bonus points awarded for Free Program Skating. Student has option to perform 5 different figure patterns in continuation for 5 points.

INTERSESSION ICE SKATING

LESSON PLANS

LESSON 1

1. Meets in Ski Room for skate issue and discuss class procedures.

Insure skates fit properly, all skates have skate guards..

Administration, equipment, and safety are discussed

On Bus

1. Discuss Principle of Balance, skating posture and Safety.
2. Discuss part of the skates, edges, toe picks, purpose of different kinds of skates.

On Ice:

1. Discuss and show, skating position, check and opposite check positions
2. Forward scull, 2 foot glide, Zoomies, dips
3. T-push, 1 foot glide
4. Forward stroke lead-up – barrier drills, scooter drills

Break

1. T-push, 1 foot glide
2. Dips
3. Forward stroke, demonstration and explanation from side and front. (Use six count stroke, one count push, hold four counts, skates together count six)
4. Snow plow stop, 1 foot then both feet

LESSON 2

1. Review
2. Forward Stroke (cont.)
3. Snow plow stop (cont.)
4. Backward skating
 - a. Sculling
 - b. Marching

Break

1. Review
2. Forward Stoking
3. Forward Edges - Variations
 - a. Forward edges drills
 - b. Two foot (inside and outside
 - c. One foot (half circles, full circles)
4. Two foot turn (front and back)
 - a. Two foot turn back to front
5. Two foot duck slide

LESSON 3

1. Review
2. Backward stroke, work on six count backward stroke, one count stroke, hold in forward position for four counts, skates together count six
3. T-Stop
4. Front Stroke to one foot duck slide

Break

1. Forward Six count dance stroke, count one stroke, hold for two counts, move to forward position, count four and five, skates together count six
2. Front to back turn to backward stroke
3. Hockey stop
4. Practice Front Stroke, Snow Plow Stop, T-stop, Hockey Stop, and 2 foot turn.

LESSON 4

1. Review
2. Front Spiral
3. Front Right Crossovers, scooter drill
4. Front Left Crossover
5. Review 2-curves (forward and backward)

Break

1. Back 6 count dance stroking
2. Back to Front, Step out turn
3. Front three turns, outside to inside, inside to outside

LESSON 5

1. Review
2. Back scooter
3. Backward right crossover, left crossover

Break

1. Review
2. Backward spiral
3. First Jump – Two foot forward jump
4. Backward step out turn to two foot forward jump

LESSON 6

1. Review
2. Backward duck slide/two foot, one foot
3. Backward 3 turns, outside to inside, inside to outside

Break

1. Review
2. Demonstrate Obstacle Course
3. Forward Lunge Stop
4. Second jump – Bunny Hop

LESSON 7

1. Review Backward crossovers; Drill-backward crossovers; back to front turn; front crossover, two foot turn continue.
2. Teach serpentine

Break

1. Review
2. Serpentine and backward crossover drills
3. Third Jump – Preparation Waltz Jump, (Back Crossover, Step out Turn, Waltz jump)

LESSON 8

1. Demonstrate obstacle course
2. Continue Waltz Jump
3. Two Foot Scratch Spin

Break

1. Begin Testing Obstacle course
2. Practice Free Skating Program

LESSON 9

1. Continue Testing Obstacle Course
2. Time permitting, observe free program

Break – Administer the written exam

1. Free Program Observations
2. Return 15 minutes early, turn in skates to ski room.